



Government of **Western Australia**
Department of **Education**

Attention: Chair
5+1 Internship Program consultation
The Psychology Board of Australia
psychconsultation@ahpra.gov.au

Dear Sir/Madam

Thank you for the opportunity to provide feedback on the Consultation Paper 19, Draft Guidelines for the 5+1 Internship program.

The School Psychology Service in Western Australia employs over 280 FTE school psychologists which equates to over 350 psychologists in total. The service operates across the entire State to provide a psychological service to every public school. We have a strong commitment to provisional registration and currently have well over 60 school psychologists under supervision on the 4+2 pathway. The 5+1 Internship Program may well apply to our workforce in the future so we have a strong interest in the finalisation of the Guideline.

It is evident in reading this Draft Guideline that the Psychology Board of Australia has spent considerable time and effort in the development of this document. The way the document is written provides clarity of the requirements for both interns and their supervisors.

I would like to compliment the Board on a number of aspects of this draft document:

- The statement under 2.2 related to cross-cultural and lifespan competencies forming part of the supervision and preparation for the examination and therefore not requiring separate or special placements to demonstrate competence is very welcome. From a school psychology perspective this provides recognition of the diverse nature of clients seen and the breadth of work performed.
- Section 3.1 is very useful in clarifying the forms of client contact and the range of clients.
- In section 4.1 the clarification provided around the form in which direct supervision takes place is very useful. By defining real time verbal communication between the intern and supervisor as comprising being together in the same room and use of videoconference (including Skype and telephone), this allows for the flexibilities of country supervision.
- The proposal under 4.1.2 to recognise asynchronous individual supervision of up to a maximum of ten hours is useful.
- 7.2.1 makes reference to psychologists having up to eight weeks of annual and/or personal leave per year during their internship year. This provision caters well for school psychologists, given their annual leave entitlements.

I request the Board consider the apparent contradictory statements associated with the registration examination. Within the draft document there is a statement that the Board may require the passing of an examination and also a statement in 2.2 that, "...one important task required of the provisional psychologist is passing the national psychology examination...". This matter requires clarification in the final guideline.

I request that some of the settings in the draft 5+1 Internship program guideline be extrapolated across to the planned revision of the 4+2 Pathway Guideline. This would address some identified concerns with regard to modes of supervision, clientele and lifespan issues.

Once again, thank you for the opportunity of contributing to the finalisation of the Board's draft and thank you for the effort that has been put into its development.

Yours Sincerely

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SCHOOL PSYCHOLOGY SERVICE